 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Kaitlyn Bowie **Lesson #:** 6 **Facet:** Empathy  
**Grade Level:** 7 **Numbers of Days:** 2-3   
**Topic:** "The Golden Compass"  
  
**PART I:**  
  
**Objectives**  
Student will understand that by piecing together these themes, a reader can construct and objective summary of the text.  
Student will know sequence and timelines in relation to themes.  
Student will be able to understand the relationship between the plot and the themes.  
Product: Digital Portfolio  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
* **Cluster:** Key Ideas and Details
* **Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**Rationale:** I am teaching students how to analyze a theme throughout the course of a story and how it connects to the plot.

**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**

Students will use the Tree Chart graphic organizer to create a visual representation of how a theme has developed throughout the course of "The Golden Compass," which will be used to help plan their digital portfolio. This will allow me to look at their organizer and gauge their level of understandign and where they might have gaps in their information.

**Section II – timely feedback for products (self, peer, teacher)**

Students will converse and share their analyses with one another to build a digital portfolio depicting the development of their chosen theme and it's relationship to "The Golden Compass." I will then grade their digital portfolios based off of a previously created rubric.

**Summative (Assessment of Learning):** I am helping students think about and analyze the development of themes and their relationship to the plot in "The Golden Compass." I will do this by having students converse and share information and products with one another to create a Digital Portfolio that tracks one theme throughout the course of "The Golden Compass" through the use of artifacts procured from various classmates.  
  
**Integration**

**Technology:** Students will use the blog entries, Glogsters, digital timelines, and other electronic artifacts from past lessons in this unit that assist them in showing the progression of a single theme throughout the course of "The Golden Compass."  
  
**Content Areas:** I am integrating social studies into this lesson through the use of "artifacts" that show progression throughout the course of "The Golden Compass," much like a historian or archeologist would use physical artifacts to show progression in history or over time.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use the Tree Chart graphic organizer to create a visual representation of how a theme has developed throughout the course of "The Golden Compass," which will be used to help plan their digital portfolio. I will use the Inside/Outside cooperative learning strategy to give students the freedom to share and exchange ideas and analyses about the development of the theme they have chosen from "he Golden Compass."

**Section II – Groups and Roles for Product**

Students will converse and share their analyses with one another to build a digital portfolio depicting the development of their chosen theme and it's relationship to "The Golden Compass."

**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logical:** These students will enjoy organizing their developing theme on the graphic organizer and then transferring that data to their digital portfolio in a methodical way that shows the development of a theme and it's connection the to the plot of "The Golden Compass."

**Verbal:** These students will enjoy conversing with their classmates about the development of their chosen theme from "The Golden Compass" in order to create their digital portfolio.

**Visual:** These students will enjoy having the graphic organizing Tree Chart to help them visualize the development of a theme over the course of "The Golden Compass."

**Musical:** These students will enjoy having the option to add music videos or audio files to their digital portfolios that help express the developing of their chosen theme from "The Golden Compass."

**Intrapersonal:** These students will enjoy having the time to reflect on their reading and blog postings about "The Golden Compass" in order to choose a theme and create a digital portfolio visualizing it's development throughout the course of the text.

**Interpersonal:** These students will enjoy conversing and sharing analysis of the development of themes from "The Golden Compass" with their classmates in order to create their digital portfolio.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:** Absent students will be expected to check the class wiki to see what they have missed. The wiki will list what we talked about in class that day, any important notes, and PDF's of homework and handouts. If they have any questions, I encourage them to either schedule a meeting time with me, email me, or come during my office hours. The assignment(s) will be due the day following their return by the end of class that day.  
  
**Extensions**  
  
**Type II technology:** The type two technology in this lesson is a combination of the blog, glogster, digital timeline, and other type two technologies used in past lessons in this unit, and utilizing the information in these products from both the student's personal work and the work of their peers, to show the progression of a theme in "The Golden Compass" through the use of digital artifacts.  
  
**Gifted Students:** These students will be challenged by being encouraged to use only their own work to use as digital artifacts and finding ways to connect their analyses to the progression of a single theme.  
  
**Materials, Resources and Technology**

* *Laptops*
* *Access to a photocopier*
* *Student's past work*
* *Tree -Chart graphic organizer*

**Source for Lesson Plan and Research**

**[Tree-Chart Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/tree.pdf" \t "_blank)**  
<http://www.eduplace.com/graphicorganizer/pdf/tree.pdf>  
Students will use the Tree Chart graphic organizer to create a visual representation of how a theme has developed throughout the course of "The Golden Compass," which will be used to help plan their digital portfolio. Students will write their chosen theme in the "Topic" section and take note of points of progression for that theme in the text and how they might present that in their organizer.  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
**Day 1 (80)**  
1- Have students write their favorite climactic scene/turning point on the board as they enter the classroom. (10)  
2- Brief discussion on the kinds of themes might connect to these events. (10)  
3- Explain the portfolio assignment and have students select a theme that they would like to focus on. (20)  
4- Hand out graphic organizer so that student's may begin brainstorming and planning for their portfolios. (40)  
  
**Day 2 (80)**  
1- Portfolio Workshop Time/ Progress check ins. (80)  
  
**Day 3 (80)**  
1- Final Workshop period. Once students have completed their portfolios they will be placed on a table at the back of class so they will be accessible for viewing for anyone who still working. Students will be required to hand in their finished portfolios by the end of the day. (80)  
  
Students will understand that by piecing together these themes, a reader can construct and objective summary of the text. Students will understand the relationship between the plot and the themes. *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.* As student's enter the classroom they will write their favorite climactic scene/turning point of "The Golden Compass" on the board. Once everyone has done so we will have a brief discussion about the kinds of themes that might connect to these events.  
**Where, Why, What, Hook MI Tailor's:** Visual, Verbal, Interpersonal, and Intrapersonal.  
  
Students will know sequence and timelines in relation to themes. Students will use the Tree Chart graphic organizer to create a visual representation of how a theme has developed throughout the course of "The Golden Compass," which will be used to help plan their digital portfolio. I will use the Inside/Outside cooperative learning strategy to give students the freedom to share and exchange ideas and analyses about the development of the theme they have chosen from "he Golden Compass." Through this I am helping students think about and analyze the development of themes and their relationship to the plot in "The Golden Compass."  
**Equip, Explore, Rethink, and MI Tailor's:** Logical, Interpersonal, Visual, Intrapersonal, Kinesthetic, and Verbal.  
  
Students will use the Tree Chart graphic organizer to create a visual representation of how a theme has developed throughout the course of "The Golden Compass," which will be used to help plan their digital portfolio. I will use the Inside/Outside cooperative learning strategy to give students the freedom to share and exchange ideas and analyses about the development of the theme they have chosen from "he Golden Compass."At the end of "The Golden Compass," students will create a digital portfolio that shows how a particular theme has progressed and changed throughout the course of "The Golden Compass." I am helping students think about and analyze the development of themes and their relationship to the plot in "The Golden Compass." Students will converse and share their analyses with one another to build a digital portfolio depicting the development of their chosen theme and it's relationship to "The Golden Compass." I will then grade their digital portfolios based off of a previously created rubric.  
**Explore, Experience, Rethink, Revise, Refine, and MI Tailor's:** Logical, Interpersonal, Visual, Musical, Intrapersonal, Naturalist, and Verbal.  
  
Students will self-assess by looking at the work of their peers in their artifacts, and int heir completed portfolios. They will be allowed to work in groups of the same theme in order to share resources and ideas, but they must each complete one product. Once their digital portfolio is complete I will grade it based off of a previously designed rubric, which they will receive when they start the project in order to help guide them. This lesson will connect to their final project when they will be asked to choose a single theme from "The Golden Compass" and create an alternative cover that visually represents this chosen theme. They are encouraged to use heir digital portfolio to help them with this final project.  
**Evaluate, MI Tailor's:** Interpersonal, Intrapersonal, Visual, Verbal, Natural, and Musical.  
**Content Notes**   
*Students will know sequence and timelines in relation to themes.*  
As students enter the classroom they will write their favorite climactic scene/turning point of "The Golden Compass" on the board. Once everyone has done so we will have a brief discussion about the kinds of themes that might connect to these events. This will help to start stimulate student's thinking about how themes progress during crucial points of the plot. I will then explain the digital portfolio assignment to them and give students time to think about what theme they will want to cover. While they are thinking about this I will give them the Tree-Chart graphic organizer to begin brainstorming and organizing their thoughts. The rest of class the first day, the second day, and third day will be given to students as workshop time to compile their portfolios.  
For the digital portfolio assignment, student's will work together with their classmates to come up with evidence that shows the progression of a theme of their choice from The Golden Compass." Students are encouraged to use products and projects from past units such as Glgogsters, blog entries, and digital timelines as artifacts to show their theme's progression. This assignment will be expected to be completed by the end of the third class day, and will be placed on the back table for others to look at for reference and ideas if they are to finish early.  
  
**Handouts**

* **[Tree-Chart Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/tree.pdf" \t "_blank)**  
  <http://www.eduplace.com/graphicorganizer/pdf/tree.pdf>

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** This learning style will be met through the use of the graphic organizer. These learners require a level of structure and plotting out their thought process and portfolio plan will help to give them that structure.  
  
***Microscope:*** This learning style will be met through the need to analyze and dig for evidence to create the best possible product. Not only are they further analyzing the theme they chose from "The Golden Compass," but they are also finding artifacts to work at evidence to support their thoughts.   
  
***Puppy:*** This learning style will be met through the level of group activity encouraged in this lesson. These learners will be encouraged to collaborate and look at the work of their peers in order to find the best possible artifacts for their portfolio.  
  
***Beach Ball:*** This learning style will be met through the level of choice given as part of this project. Students can choose their theme, their types of artifacts, and the classmates that they wish to work with and collaborate with for this project.  
  
***Rationale:*** This lesson meets the standard by giving students the chance to exercise their understanding of the relationship between the plot and the themes in a piece of literature.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:*** Students will use the Tree Chart graphic organizer to create a visual representation of how a theme has developed throughout the course of "The Golden Compass," which will be used to help plan their digital portfolio. This will allow me to look at their organizer and gauge their level of understandign and where they might have gaps in their information.  
  
***Summative:*** I am helping students think about and analyze the development of themes and their relationship to the plot in "The Golden Compass." I will do this by having students converse and share information and products with one another to create a Digital Portfolio that tracks one theme throughout the course of "The Golden Compass" through the use of artifacts procured from various classmates.  
  
***Rationale:*** *This will assess whether a student fully understands how to identify the connection between major events and themes and how they play into the overall plot of the story.*   
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:*** Students will understand that by piecing together these themes, a reader can construct and objective summary of the text. Students will know sequence and timelines in relation to themes.  
  
***MLR or CCSS:***

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
* **Cluster:** Key Ideas and Details
* **Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

***Facet:*** Empathy  
  
***Rationale:*** This lesson meets the standard by giving students the chance to exercise their understanding of the relationship between the major events and turning points and the themes in "The Golden Compass."   
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***

**Verbal:** These students will enjoy conversing with their classmates about the development of their chosen theme from "The Golden Compass" in order to create their digital portfolio.  
  
**Logic:** These students will enjoy organizing their developing theme on the graphic organizer and then transferring that data to their digital portfolio in a methodical way that shows the development of a theme and it's connection the to the plot of "The Golden Compass."  
  
**Visual:** These students will enjoy having the graphic organizing Tree Chart to help them visualize the development of a theme over the course of "The Golden Compass."  
  
**Musical:** These students will enjoy having the option to add music videos or audio files to their digital portfolios that help express the developing of their chosen theme from "The Golden Compass."  
  
**Interpersonal:** These students will enjoy conversing and sharing analysis of the development of themes from "The Golden Compass" with their classmates in order to create their digital portfolio.  
  
**Intrapersonal:** These students will enjoy having the time to reflect on their reading and blog postings about "The Golden Compass" in order to choose a theme and create a digital portfolio visualizing it's development throughout the course of the text.  
  
***Type II Technology:*** The type two technology in this lesson is a combination of the blog, Glogster, digital timeline, and other type two technologies used in past lessons in this unit, and utilizing the information in these products from both the student's personal work and the work of their peers, to show the progression of a theme in "The Golden Compass" through the use of digital artifacts.  
  
***Rationale:*** Students are exhibiting their past prowess with type two technologies they have used in other lessons of this unit and are showing the product's use outside of it's originally intended purpose.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***D. Students are encouraged to collaborate with one another and share their past blog entries, Glogsters, digital timelines, etc. that support their chosen theme from "The Golden Compass" and will learn to utilize each others knowledge and strengths in analyzing themes in relation to a text.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** B. The target of this lesson to help students experience using the digital sources around them and incorporating that wide array of knowledge from multiple sources in a way that best supports their claims and thoughts.